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ABSTRACT

Specific ideas and procedures for motivating employees to sign up for and attend classes in English are outlined. The roles of the management in general and the supervisor in particular in supporting and encouraging attendance are emphasized. These individuals are seen as important in motivating, scheduling, implementing and retaining students, and reinforcing content learned in the classes. Steps for introducing employees to an employee workplace literacy program are listed, and planning strategies for an effective recruitment rally are described. The role of incentives in the success of such a program is discussed, and some appropriate incentives are suggested. Criteria for selection of students are also provided. The guide also includes a suggested script for a recruitment session, with notes provided in the margin for use of an overhead projector, and overhead projector masters are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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RECRUITING EMPLOYEES

FOR ESL CLASSES

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REEP 1990

(Arlington Education & Employment Program)

FL800129

BACKGROUND

PREPARATION FOR RECRUITING

EMPLOYEE RECRUITMENT for ESL CLASSES

To recruit employees for training, approval by the management is a crucial and an early step. Inseparable is the Supervisors' agreement.

Supervisors' support creates motivation and encouragement for the employees and relieves management of the intense followup otherwise necessary. Since attendance is critical for any training session, the supervisors' interest expedites the employees' arrival on time for the scheduled sessions AND facilitates the scheduling itself. In addition, the supervisors' interaction with the content of the training reinforces what is taught, resulting in a quicker return on the investment in training.

Therefore, Supervisors are integral to the planning for:

- motivating the employee/student
- scheduling the sessions
- implementing the training sessions
- retaining employees in the sessions with 90% attendance
- reinforcing the content being learned

_____ Steps to Introduce an Employee Workplace Literacy Program

1. Prepare the terrain -

   . present an outline of your idea to your management and to the supervisors, indicating the plan's formative nature at this time

   . talk with 3-5 individuals who would, in your opinion and in the opinion of direct supervisors, benefit from the proposed training

2. Revise the plan incorporating the feasible suggestions of those consulted. These may address content, scheduling, incentives, duration, evaluation, recruitment, etc.

3. Publicize the training, possibly with posters and fliers in paychecks announcing a recruitment kick-off session or information session.

4. Rally the targeted employees at a kick-off meeting where the details can be clearly spelled out and commitments made. (see separate page)

5. Gather the commitment forms and

START!

EFFECTIVE Recruitment RALLY or Information MEETING:

Experience and research in education show that individuals have "preferred ways of learning" or learning styles, using our five sensory channels to various degrees when receiving information: visual, auditory, tactile, etc.

Therefore, presentations are more effective when all these senses or channels are employed. Overhead projection, flip chart or whiteboards, hand-outs in summary, preliminary form for filling out some details - all these techniques involve the audience through eye, ear, hand, and mind to direct your message to its target.

Delivery must include dialogue along with presentation. Check understanding with some questions. Read people's faces, if not their minds, to watch for confusion, question, doubt; rephrase, simplify, and highlight information rather than just repeat.

ASPECTS TO CLARIFY:

The following aspects of the training must be clear in the beginning:

- nature of training, short-term and long-term
- schedule
- relation between training and regular work schedule
- limitations, if any, on attendance
- requirements for satisfactory completion
- incentives

REQUIREMENTS for SATISFACTORY COMPLETION:

Distribute to each person a paper with <u>basic requirements you have selected</u> for satisfactory completion of the session. (Don't assume, however, that everyone can read them.) For example:

1. Performance of skills learned, measured by trainer
2. _____% attendance at training
3. _____% score on post evaluation
4. Performance of skills learned, measured by supervisor
5. Participation and contributions to the class, assessed by trainer
6. Progress in learning, measured by trainer and student

INCENTIVES:

Incentives drive the American economy and, by cultural assimilation, those living within it. From this same economic structure come the principles of supply-and- demand as well as competition. To hold good employees in this market of low unemployment, not only is a good wage required but incentives as well.

Incentives for workplace training could be:

- Paid release time for training
- Pay for class time in addition to salary
- Half-time work time, half-time personal
- One day paid holiday for each x hours of class successfully completed
- Week-end free at successful completion of course
- Schedule work during week while in training, not during week-ends
- Pay increase, e.g. 25 cents/hour, at successful completion
- Reimbursement for expenses of training: registration, tuition, child care, books, etc.
- Bonus at successful completion
- Gift, e.g. certificate at department store
- Free meal for x time
- Free stay at facilities, if appropriate, for weekend or week anywhere company allows, in US, within 60-mile radius, etc.
- Guaranteed parking space for x time
- Letter or certificate in personnel file
- Bulletin board displaying class participants
- "Credit card" to draw against for privileges: start time, preferred scheduling, etc.
- Arrangement to apply unused paid sick leave toward training time
- Formal program at completion as recognition

Announce an event in recognition of trainees from this session, or from the year's sessions if you do regular training. The event could be another "rally" with certificates, a breakfast, lunch, a department meeting or some other type of gathering of the staff to enforce self-improvement efforts.

Criteria for Selection of Trainees

In the event that recruitment is so successful that you have too many employees interested in the training, here are some criteria other businesses have used to select a limited number, given the space or resources available:

1. Time on the job

2. Attendance record

3. Good Performance record (yet, others have chosen those with a faulty record in order to motivate them to better performance)

   or, as a minimum,

   Not under disciplinary action

4. Customer/guest comments re: employee

5. Departmental needs

6. Supervisor's recommendation

7. First come, first served

8. If pre-evaluation is done, certain grouping of scores

9. Promotion potential

SUGGESTED SCRIPT

FOR RECRUITMENT SESSION

Overhead	Comments
• 1990's • Year 2000 • Competition • Increased Skills • English Class	We would like to talk with you about the future of our company during the 1990's here in Washington and in the U.S. Competition is very strong. To be successful and to be here in ten years, the year 2000, a business must be very productive. It must be good in its work. To be good, we must have all our employees, managers, supervisors, housekeepers, food and beverage people, - everyone, work the best they can. Skills must be better and better every year. What skills do you have? What can you do? (ask them: work hard, come on time, clean quickly, etc.) What skill is very important for our business? (ask them:

service, communication with guests)

What skill do you need? (ask: English)

<u>English</u>

with Guests

Work Teams

Supervisors

All of us here

The skill you need right now is English so that you can speak better with the guests, with your supervisors, with the others here. So that maybe you can get another job in our business.

We would like to give you the chance, the opportunity, to learn more English for the job.

Across the United States, the government is providing help to employers and employees to increase work skills. We are partners with Arlington/Alexandria City Schools and we have received government money to have English class here.

You can come to these classes IF YOU WISH.

CLASS

HERE:

DAYS:

TIME:

The class will be right here, easy for you to attend every time.

The days will be:

The time will be:

(Show a calendar)

The class will begin on_____

and continue_____

until _____.

The class will help you learn English for the job, how to:

-talk to guests, report, maintenance, problems,

-ask for supplies

-answer questions when you do not understand.

The class will help you use English well on the job.

SPEAK UP!

TELL US -

If you want to attend, tell us.

OPPORTUNITY

On the Job

Before the class begins, teachers will come here to talk with you, to find out how much English you have and what you need.

If there is no room now, do not worry. The classes will continue until 1991.

We are planning for the future and ask you to plan too.

To help you attend the class, we will pay you while you study. Your work will be changed to fit the class and you will be paid for 8 hours of work.

BONUS

To help you attend the class, we will give you a bonus of $_____ gross, at the end of the class.

REQUIREMENTS

Come to class every time

Finish the class

Use English, practice

To receive this bonus, you must:

Come to class every time

Finish the class

Use English, practice

OPPORTUNITY

Do you have any questions? (Look around slowly, smiling to give the time to think and nerve to ask!)

Let's review the important facts; here is a paper for you to write down the information, if you like:

When does the class start?

What days is the class? ...

What time? ...

How many hours all together?

How will you get work done?

What do you have to do, the requirements? (overhead, if bonus)

Please tell us, see _____ if you want to take the class.

See us by _____ and bring this paper, signed.

Thanks for coming! See you in class.

PATTERNS FOR OVERHEAD TRANSPARENCIES

FOR RECRUITMENT SESSION

- 1990's
- Year 2000
- Competition
- Increased Skills
- English Classes

IMPORTANT

ENGLISH

with GUESTS

WORK TEAMS

SUPERVISORS

ALL OF US

ENGLISH CLASS

WHERE? HERE

WHEN?

DAYS: _____

_____

TIME: _____

Speak Up

TELL US!

Opportunity

PLAN 1990

MORE ENGLISH

ON THE JOB

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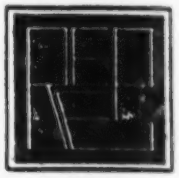
Sample commitment form - can be typed on business letterhead, one for each employee at meeting.



ADULT AND CAREER EDUCATION
ARLINGTON PUBLIC SCHOOLS

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

ENGLISH CLASSES

START: _____

DAYS: _____

TIME: _____

HOURS: _____

END: _____

Requirements:

I want to take the English class. I will come every time to the class. I would like to be in the English class.

Name: _____

Date: _____

WILSON SCHOOL. 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209 — phone: (703) 358-4200

ENGLISH CLASSES

START: _____

DAYS: _____

TIME: _____

HOURS: _____

END: _____

Requirements:

I want to take the English class. I will come every time to the class. I would like to be in the English class.

Name: _____

Date: _____

INTRODUCING

ENGLISH CLASSES

FOR NON-NATIVE SPEAKERS

Here at _____

Days: _____

Time: _____

For more information

See: _____

Before: _____

ENGLISH CLASSES

FOR NON-NATIVE SPEAKERS

Here at _____

Days: _____

Time: _____

For more information

See: _____

Before: _____

INTRODUCING

SIGN UP

END

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